DOCUMENT RESUME

ED 106 157 SE 019 217

AUTHOR Oana, Robert G.; Eiszler, Charles F.
TITLE [Science Modules: Classroom Management.]
INSTITUTION Central Michigan Univ., Mount Pleasant.; Mount Pleasant Public Schools, Mich.
PUB DATE Feb 75
NOTE 15p.; Appendix A to SE 019 214. Related documents are SE 019 215-219

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Classroom Communication; *Discipline; Discipline Problems; *Elementary School Science; Higher Education; Methods Courses; Performance Based Teacher Education; Preservice Education; Science Education; *Teacher Education
IDENTIFIERS Central Michigan University

ABSTRACT

This module, one in a series of science modules (Appendix A) designed for use in a science methods course research project at Central Michigan University, emphasizes classroom management skills. All of the modules are part of a project aimed at developing, evaluating, and revising competency-based materials for use in science methods education for elementary school teachers. All of the activities are designed to encourage student/student interaction and give preservice teachers experiences in managing such classroom situations. Some of the activities involve problem cards and role-playing situation cards which are not included with the module. (PEB)

APPENDIX A to "A Cooperative Program for Developing a Competency-Based Elementary Teacher Preparation Module in Science Education by University and School Personnel" (Oana/Eiszler)

Science Modules
Science/Social Studies Methods
ELE 340 (431)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED106157

CLASSROOM MANAGEMENT MODULE

INTRODUCTION

Skill in classroom management is needed in order to ensure good science teaching. A wise teacher is sensitive to the many physical factors that can either enhance or inhibit an otherwise well-planned lesson. Appropriate grouping of students also plays an important part in facilitating learning. Some lesson objectives can best be achieved through small group or individualized activities, while others are most effectively handled in a total group setting. In this module, these and other problem areas will be explored and alternative solutions formulated and examined.

The activities are designed to encourage student/student interaction. Therefore, you are encouraged to work with a partner or in a small group (not more than four) in completing them. You are to begin this module by reading a selection from Gega, pages 107-116. After you complete the reading assignment, begin with Activity One: Constructing Classroom Arrangements.

GOAL

You will demonstrate selected classroom management skills.

BEHAVIORAL OBJECTIVES

1. The student will identify factors in the physical environment that influence a child's behavior.
2. The student will describe situations in which the following can best serve the objectives of the lesson:
   a. Small group
   b. Large group
   c. Individual conferences
   d. Oral work
   e. Written work

SE019 217

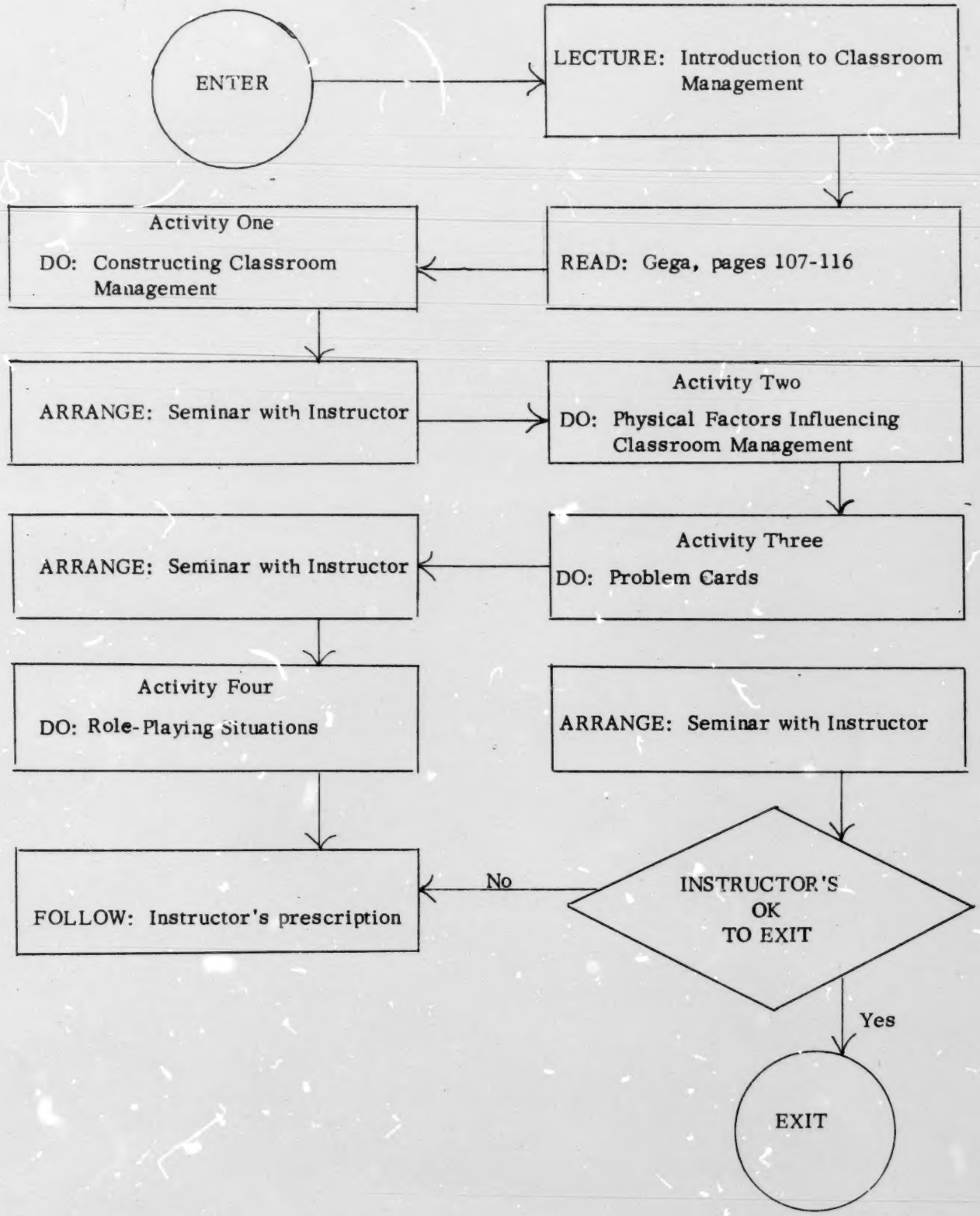
3. The student will identify alternative solutions to the following problems of the child:

   a. Accidents
   b. Injury
   c. Bathroom problems
   d. Physical handicaps

4. The student will identify alternative procedures for:

   a. Routine classroom tasks
   b. Behavioral problems
   c. Interruptions of classroom routines.

FLOW CHART: CLASSROOM MANAGEMENT



ACTIVITIES FOR CLASSROOM MANAGEMENT

Be sure to read pages 107-116 in Gega before beginning these activities. Record your answers on the answer sheets provided on pages 7-14,

Activity One: Constructing Classroom Arrangements

A. Select objects representing tables, chairs, desks, bookcases, rugs, etc. from those provided and construct three different classroom arrangements, corresponding to each of the following situations:

   1. Large group science instruction

   2. Small group science instruction

   3. Individualized science instruction

B. Illustrate each of the above arrangements in a diagram.

C. List situations where each would be used, and give a brief rationale for each.

D. See your instructor and arrange for a small group seminar to share your ideas.

E. Submit your answer sheet and proceed to Activity Two.

Activity Two: Physical Factors Influencing Classroom Management

A. Work with a small group and identify and discuss factors in the physical environment of the classroom that might contribute to the following problems:

   1. Inattentive behavior

   2. Restlessness

   3. Drowsiness

B. Use the self-check cards to check your results. Record your comment on your self-evaluation on the answer sheet.

C. Submit your answer sheet and proceed to Activity Three.

Activity Three: Problem Cards

A. A set of problem cards is available from your instructor for this activity. These cards describe typical classroom management problems in the following areas.

   1. Accidents

   2. Injury

3. Illness

4. Bathroom problems

5. Physical handicaps

B. Form a group with three other people. Get a set of problem cards and participate in the following exercise:

1. Shuffle the cards and deal one card face down to each person in the group. Do not let others see your card.

2. Look at your cards and respond in writing (on the Answer Sheet for Activity Three), giving a possible solution for your problem.

3. Share your problem with the others in the group. Collect at least two other possible solutions before giving your own solution.

4. Use the self-check cards to compare your group's solutions with those of experienced teachers.

C. Schedule a group seminar with your instructor to discuss your solutions.

D. Turn in your answer sheet and proceed to Activity Four.

Activity Four: Role-Playing Situations

A. A set of role-playing situation cards is available from your instructor for this activity. These cards describe situations that deal with the following general areas.

1. Usual classroom procedure

2. Behavior problems

3. Interruptions of classroom routine

B. Form a group of at least ten people and divide into sub-groups of three or four. Get a set of the role-playing situation cards and participate in the following exercise.

1. Give each sub-group one situation card.

2. Take a few minutes within your group to organize a skit dramatizing the roles of the situation described.

3. Present your group's skit to the other groups, and then watch theirs.

(Continued on next page)

4. As you watch the skits, view each situation as if you were the teacher and record your reactions on the Answer Sheet for Activity Four.

5. Discuss each member's responses within your group, using the self-check cards to guide the discussion.

C. Schedule a group seminar for your whole group with your instructor to discuss the completed activity.

D. Turn in your answer sheet.

Name _____

Section _____

Module _____

Answer Sheet for Activity One

Diagram of classroom for large group instruction:

This arrangement could be used effectively in the following situations:

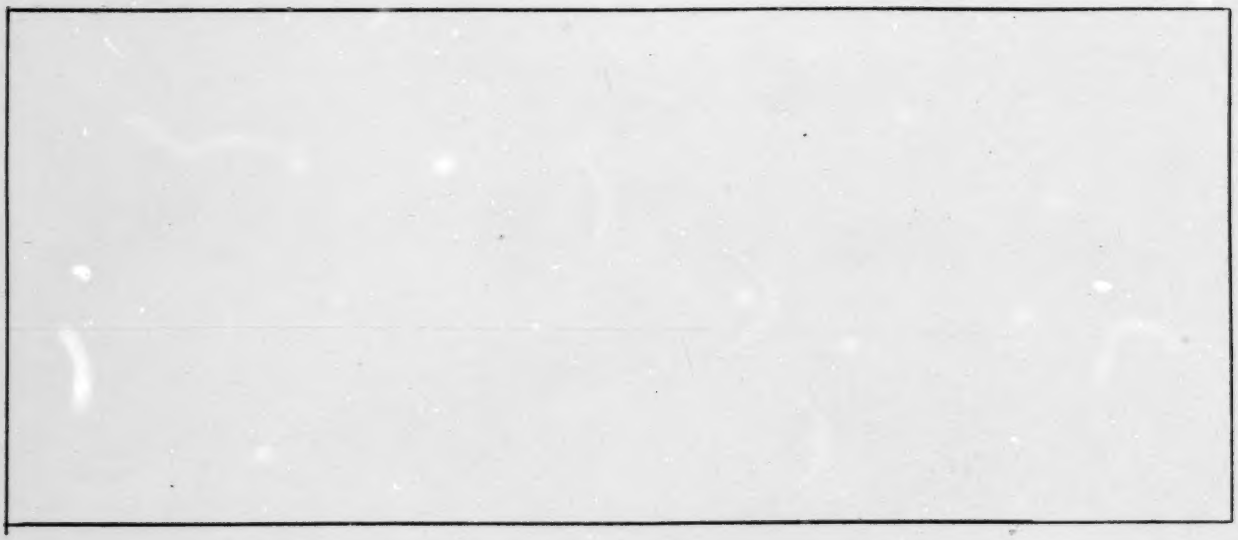
1. Rationale:

2. Rationale:

3. Rationale:

4. Rationale:

Diagram of classroom for small group instruction:



Name _____

Section _____

Module _____

Answer Sheet for Activity One (Continued)

This arrangement could be used effectively in the following situations:

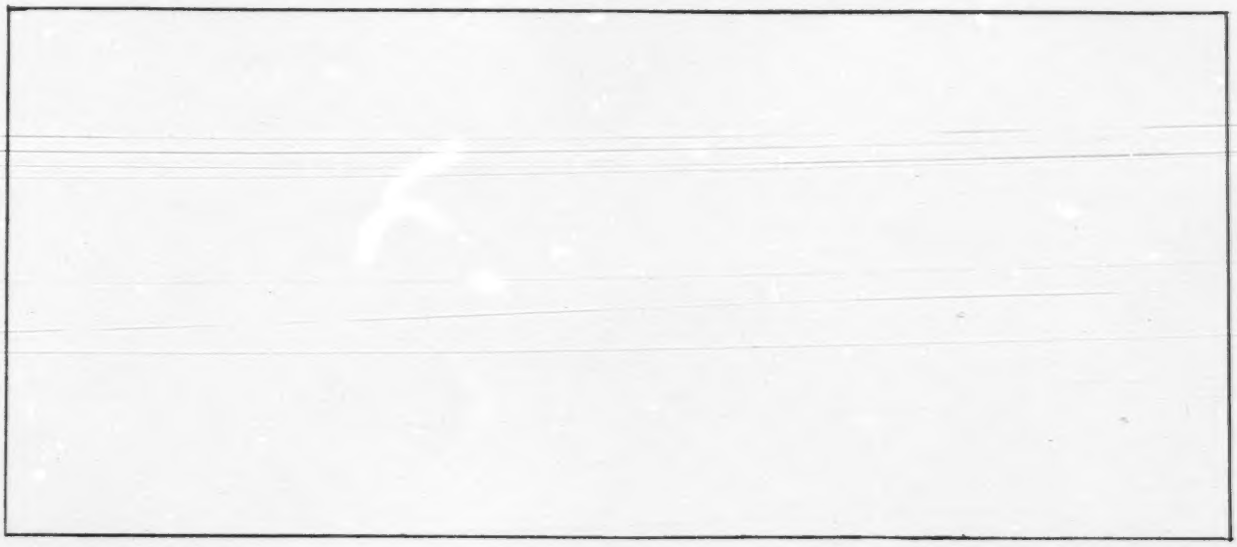
1. Rationale:

2. Rationale:

3. Rationale:

4. Rationale:

Diagram of classroom for individualized instruction:



This arrangement could be used effectively in the following situations:

1. Rationale:

2. Rationale:

Name _____

Section _____

Module _____

3. Rationale:

4. Rationale:

Name _____

Section _____

Module _____

Answer Sheet for Activity Two

Factors that could contribute to inattentive behavior:

1.

2.

Factors that could contribute to restlessness:

1.

2.

Factors that could contribute to drowsiness:

1.

2.

Comments on your self-check:

Name _____

Section _____

Module _____

Answer Sheet for Activity Three

Problem card number:

I would deal with this problem in the following way:

Other members of my group suggested the following for dealing with the problem:

1.

2.

Comments on group's solutions compared with suggestions on self-check card:

Name _____

Section _____

Module _____

Answer Sheet for Activity Four

Role-playing situation card number:

If I were the teacher in this situation, I would:

Role-playing situation card number:

If I were the teacher in this situation, I would:

Role-playing situation card number:

If I were the teacher in this situation, I would:

Role-playing situation card number:

If I were the teacher in this situation, I would: